

CHAPIN MIDDLE

1130 Old Lexington Hwy
Chapin, SC 29036

GRADES 6-8 Middle School

ENROLLMENT 723 Students

PRINCIPAL Lee Bollman 803-345-1466

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-781-6358

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

5

1

0

0

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

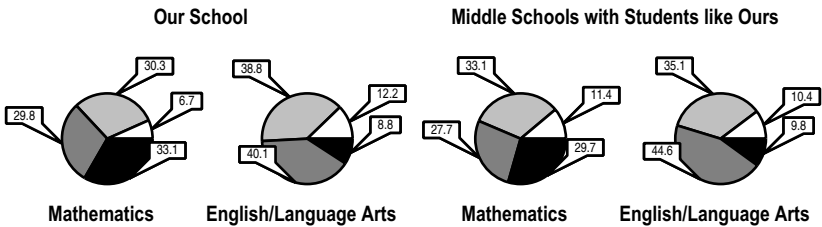
FOR MORE INFORMATION, VISIT WEBSITES AT:




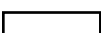
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	38	215	69
Percent satisfied with learning environment	100.0%	89.3%	94.2%
Percent satisfied with social and physical environment	100.0%	90.2%	72.1%
Percent satisfied with home-school relations	97.4%	88.8%	94.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	716	99.7	12.2	38.8	40.1	8.8	48.9	17.6
Gender								
Male	379	100.0	17.1	41.8	34.2	6.8	41.0	17.6
Female	337	99.4	6.7	35.5	46.8	11.0	57.8	17.6
Racial/Ethnic Group								
White	669	99.7	11.1	38.7	41.1	9.1	50.2	17.6
African-American	35	100.0	35.3	41.2	23.5	N/A	23.5	17.6
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	649	99.7	7.4	40.1	42.9	9.6	52.5	17.6
Disabled	67	100.0	64.4	25.4	10.2	N/A	10.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	716	99.7	12.2	38.8	40.1	8.8	48.9	17.6
English Proficiency								
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	710	99.7	12.0	38.9	40.2	8.9	49.1	17.6
Socio-Economic Status								
Subsidized meals	66	98.5	33.3	38.1	27.0	1.6	28.6	17.6
Full-pay meals	649	99.8	10.1	38.8	41.5	9.5	51.0	17.6

Mathematics								
All students	716	100.0	6.7	30.3	29.8	33.1	63.0	15.5
Gender								
Male	379	100.0	5.7	32.1	29.3	32.9	62.2	15.5
Female	337	100.0	7.9	28.3	30.4	33.4	63.8	15.5
Racial/Ethnic Group								
White	669	100.0	5.5	29.8	30.1	34.6	64.7	15.5
African-American	35	100.0	26.5	44.1	23.5	5.9	29.4	15.5
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	649	100.0	3.3	29.6	31.3	35.7	67.1	15.5
Disabled	67	100.0	44.1	37.3	13.6	5.1	18.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	716	100.0	6.7	30.3	29.8	33.1	63.0	15.5
English Proficiency								
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	710	100.0	6.4	30.4	30.1	33.1	63.2	15.5
Socio-Economic Status								
Subsidized meals	66	100.0	14.1	48.4	29.7	7.8	37.5	15.5
Full-pay meals	649	100.0	6.0	28.3	29.9	35.8	65.7	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	234	N/A	9.9	27.5	38.6	24.0	62.7
	Grade 7	223	N/A	7.6	43.5	39.9	9.0	48.9
	Grade 8	247	N/A	12.6	39.0	40.2	8.1	48.4
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	240	100.0	14.4	32.2	38.6	14.8	53.4
	Grade 7	252	100.0	10.7	41.2	42.4	5.8	48.1
	Grade 8	224	99.1	11.6	43.5	39.4	5.6	44.9

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	234	N/A	9.4	26.1	30.8	33.8	64.5
	Grade 7	223	N/A	9.0	22.9	29.1	39.0	68.2
	Grade 8	247	N/A	9.8	38.6	25.6	26.0	51.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	240	100.0	7.6	26.3	30.1	36.0	66.1
	Grade 7	252	100.0	7.4	25.9	23.9	42.8	66.7
	Grade 8	224	100.0	5.0	39.4	36.2	19.3	55.5

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 723)				
Students enrolled in high school credit courses (grades 7 & 8)	73.6%	Down from 74.1%	38.0%	14.4%
Retention rate	2.1%	Up from 0.4%	1.6%	2.3%
Attendance rate	96.5%	Down from 97.1%	97.1%	95.2%
Eligible for gifted and talented	28.7%	Down from 28.8%	41.8%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.1%	Down from 9.2%	6.4%	14.1%
Older than usual for grade	1.2%	Up from 1.1%	1.2%	4.9%
Suspended or expelled	0.0%	Down from 1.8%	0.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 52)				
Teachers with advanced degrees	53.8%	Up from 52.1%	52.6%	47.1%
Continuing contract teachers	76.9%	Down from 87.5%	86.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.0%	Up from 85.4%	87.3%	84.3%
Teacher attendance rate	95.0%	Down from 95.3%	95.8%	95.0%
Average teacher salary	\$41,708	Down 1.0%	\$40,346	\$39,924
Prof. development days/teacher	11.0 days	Up from 10.0 days	11.7 days	10.7 days

School				
Principal's years at school	13.0	Up from 12.0	4.0	3.0
Student-teacher ratio	20.5 to 1	Down from 21.7 to 1	22.0 to 1	21.0 to 1
Prime instructional time	90.7%	Down from 91.1%	91.9%	88.9%
Dollars spent per pupil*	\$6,277	Up 3.2%	\$5,202	\$5,854
Percent spent on teacher salaries*	60.4%	Up from 60.1%	60.8%	62.0%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	98.7%	Down from 99.0%	99.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-03 school year has been another great year for Chapin Middle School (CMS). CMS is truly an institution where "school and community have united for excellence." The school and community support each other to produce an environment that maximizes the intellectual, physical, ethical, and spiritual growth of our students. Our "students first" philosophy is a major reason for our success.

School Recognition: Chapin Middle was again named a Palmetto Gold winner for outstanding student achievement and was a finalist in the Palmetto's Finest competition; CMS received the Sheriff's Award (the highest award that the Lexington County Sheriff's Department can bestow to a civilian organization) for the school/Sheriff's Department partnership in the development of the Suspension Camp, CMS is the only school to have received this award.

New Programs: CMS designed and implemented a Suspension Camp as an alternative to in-school and out-of-school suspensions and "School Within a School" programs at the sixth- and the eighth-grade levels.

Student Achievements: Twenty-five percent of the eighth-grade class were named Junior Scholars; 10 percent were recognized by the Duke University Talent Identification Program; the Math League Press teams ranked sixth in the nation and first in the region (eighth grade), fifth in the nation and first in the region (seventh grade) and fourth in the nation and first in the region (sixth grade); the CMS Band received Superior Ratings at the SC Concert Festival and the Carowinds Competition and was awarded the Outstanding Performance Award by the SC Band Directors Association for the 12th straight year; the Orchestra received Superior Ratings at the Concert Festival and the Carowinds competition; the Chorus received a Superior Rating at the Festival Music Competition and the student council was again named an Honor Council.

Staff Achievements: Lisa Ray and Debbie Frick became National Board certified teachers; Johnnie Mathis was selected as CMS's Teacher of the Year; Nathaniel Mayers was selected as CMS's Support Employee of the Year; and School Resource Officer Barry Sowards was recognized by the Sheriff's Department for his leadership in the development and operation of the CMS Suspension Camp.

Volunteer Achievements: CMS and District 5 recognized The Irmo Chapin Recreation Commission as the Business Partner of the Year and Sally Baker as Volunteer of the Year; CMS named the Chapin Band Boosters as Volunteer Group of the Year and Pastor James Braswell as Mentor of the Year.

We wish to thank all of our supporters who have helped make CMS what it is today. Our school is truly blessed to have all of you involved in the education of our young people. It is because of your support and involvement that our students excel.

J. Lee Bollman, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.